

JANICE RAY  
LAUREN LEONE

Project Planning Form							
Name of Project:	HEALTHY EATING			Duration:	2 MONTHS		
Class(es):	4 <sup>TH</sup> + 5 <sup>TH</sup> GRADE			Semester:	FALL-12		
Content/Curriculum areas to partner with	SOCIAL STUDIES, SCIENCE, ART, TECHNOLOGY						
Project Idea (investigation, scenario, problem, challenge, issue, etc.)	STUDENTS WILL WORK IN GROUPS OF FIVE TO RESEARCH EATING HABITS FROM OUR ANCESTORS TO PRESENT DAY. THEY WILL WORK WITH AN EXPERT TO LEARN THE IMPORTANCE OF HEALTHY EATING HABITS ESPECIALLY IN CHILDREN.						
Entry Event (grabber) to launch inquiry and spark curiosity	STARTLING STATISTICS - DID YOU KNOW THAT UNHEALTHY EATING HABITS CAUSE OBESITY AND OTHER HEALTH RELATED ILLNESSES. - DID YOU KNOW THERE ARE PARASITES IN YOUR FOOD?						
The Driving Question, Problem or Challenge Statement or Issue	HOW CAN I PLAY THE ROLE OF A NUTRITIONIST TO PROMOTE A HEALTHIER LUNCH PROGRAM.						
Content and Skills Standards addressed:	SCIENCE- YOUR BODY / YOUR HEALTH						
Partnership for P21 Skills to be taught (T) and practiced (P): Check all that apply	Critical Thinking/Problem Solving		T	P	Social Literacy and Cross/Multi-Cultural Literacy	T	P
	Communication (oral and written)		T	P	Productivity and Accountability	T	P
	ICT Literacy				Leadership and Responsibility	T	P
	Collaboration		T	P	Financial, Economic and Entrepreneurial literacy		
	Information Literacy		T	P	Civic Literacy		
	Flexibility and Adaptability				Health Literacy	T	P
	Initiative and Self-Direction		T	P	PRESENTATION		
					Presentation Audience		

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Student work	Major group product(s):	NUTRITIONAL PROPOSAL		Class School <u>Community</u> <u>Experts</u> Web Other	
	Major individual product(s)	RESEARCH VARIOUS COMPONENTS FIELD WORK - VISIT SCHOOLS HAND OUT SURVEYS - COLLECT SURVEYS - COMPILE DATA			
Assessment & Reflection	Rubric(s) I'll use (check all that apply)	Collaboration	<input checked="" type="checkbox"/>	Content Knowledge	<input checked="" type="checkbox"/>
		Critical Thinking		CTE Competencies	
		Oral Communication	<input checked="" type="checkbox"/>	Physical Education skills	
		Written Communication	<input checked="" type="checkbox"/>	Physical Education skills	
		Visual/Performing Arts	<input checked="" type="checkbox"/>		
	Other assessments, benchmarks & checkpoints (check all that apply)	Quizzes/tests	<input checked="" type="checkbox"/>	Practice presentations	<input checked="" type="checkbox"/>
		Self-evaluations	<input checked="" type="checkbox"/>	Notes	<input checked="" type="checkbox"/>
		Peer evaluations	<input checked="" type="checkbox"/>	Checklists	<input checked="" type="checkbox"/>
		On-line tests/exams		Concept Maps	
	Reflections	Survey	<input checked="" type="checkbox"/>	Focus group	<input checked="" type="checkbox"/>
		Discussion	<input checked="" type="checkbox"/>	Learning plan	
		Journal write/learning log	<input checked="" type="checkbox"/>		
Resources	On-site personnel:	SCHOOL LUNCH PERSONNEL PRINCIPAL			
	Technical (equipment)	PC'S IN TECH LAB			
	Community resources	HSA SCHOOL ADVISORY BOARD			
	Material resources	POWER POINT PRESENTATION BROCHURES (ART)			

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PROJECT TEACHING AND LEARNING GUIDE	
Knowledge and Skills Needed by Students to successfully complete culminating products and performances, and do well on summative assessments	Scaffolding / Materials / Lessons to be Provided by the project teacher, other teachers, experts, mentors, community members
Online Research skills.	→ Coordinate w/ tech teacher to utilize effective search (engine) techniques.
Business Communication	→ Students Prepare surveys and cover letters.
Marketing tools and techniques	→ Visit local schools, Students interact w/ experts.
Report Writing	→ Peer editing of drafts, final drafts by teacher.
Presentation Skills.	→ Peer assessment (using rubric) of practice presentations.
Power Point	→ instruction in software to evaluate data w/ the tech. teacher.
Art Skills	→ Students work w/ Art teacher to create their brochures.
	→
	→

Sanjeev Ray  
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PROJECT CALENDAR				
Project: <u>Healthy Eating</u>		Start Date:		
MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
PROJECT WEEK ONE				
- Share Entry Event - Review Driving Question - Review direction for individual and group activities	<u>Computer Research</u> Determining How people from years ago got food. Research Hunter Gatherers.	<u>Computer Research</u> Determining how people years ago got food. Research Crop growers	<u>Computer Research</u> Determining How people from years ago got food. Research Fishermen	<u>Computer Research</u> Determining how people cooked their food years ago. Research Fire
PROJECT WEEK TWO				
<u>Researchers Workshop</u> Generating research questions about what goes into school lunch.	<u>Readers Workshop</u> Formulating a question for Research Survey on school lunches	<u>Field Work</u> Handing out surveys to school lunch staff.	<u>Field work</u> going to local schools in the area and have them complete the survey.	<u>Researchers Workshop</u> - Researching calorie intake on processed food, fried food, and canned goods.
PROJECT WEEK THREE				
<u>Research workshop</u> Meet with Nutritionist (the expert).	<u>Research workshop</u> Students formulate a healthy daily diet based on the experts input.	<u>Field work</u> Return to local schools to collect Data. (Students)	<u>Science workshop</u> + Research Student's take information and type of their Data to present in the future.	<u>Readers workshop</u> Compare and Contrast Data to New Diet Plan <del>to</del> formulate a proposal.

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MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
PROJECT WEEK <del>ONE</del> FOUR				
Art Workshop	Presentation	Presentations	Writers Workshop	Presentation
Create Brochures w/ Art Teacher to promote healthy Eating	Workshop Preparing for presentations	Morning dress rehearsal	distributing brochures to Parent Mailing list and other schools.	to School Principal and School Advisory board.
PROJECT WEEK TWO				
2 Brochures One consisting of Healthy Eating Habits and the second alternative to school lunch programs.				
PROJECT WEEK THREE				